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ABSTRACT

This teacher's guide provides student objectives, motivational devices, terms and concepts to know, student activities, evaluation ideas, and suggestions for using an accompanying four-part videotape series. An activity for chapter 1, "Differing World Views," divides the class into groups that list U.S.-Soviet differences in economic systems, population size and makeup, location and geography, political systems, and natural resources. The groups share their findings with the class. In chapter 2, "Evolution of U.S.-Soviet Relations," students work in pairs to assume the roles of a Soviet and U.S. citizen engaged in correspondence between the years 1920-1986. Students exchange letters based upon specified topics, such as the Cuban Missile Crisis and the Cold War. An activity for chapter 3, "A Critical Issue: The Arms Race" helps students better understand the serious effects that perceptions and misperceptions have on one nation's dealings with another. For example, students discuss the shock and fright felt in the United States after the Sputnik launch in 1957. In chapter 4, "In Pursuit of Peace," there is an opportunity for students to participate in a mock summit meeting. The class is divided into small work groups that prepare position papers explaining their country's position on an issue. Then, the issue groups come together and negotiate on concessions or compromises that are consistent with the nation's past actions and philosophy. Realism is encouraged in the role play. (GEA)

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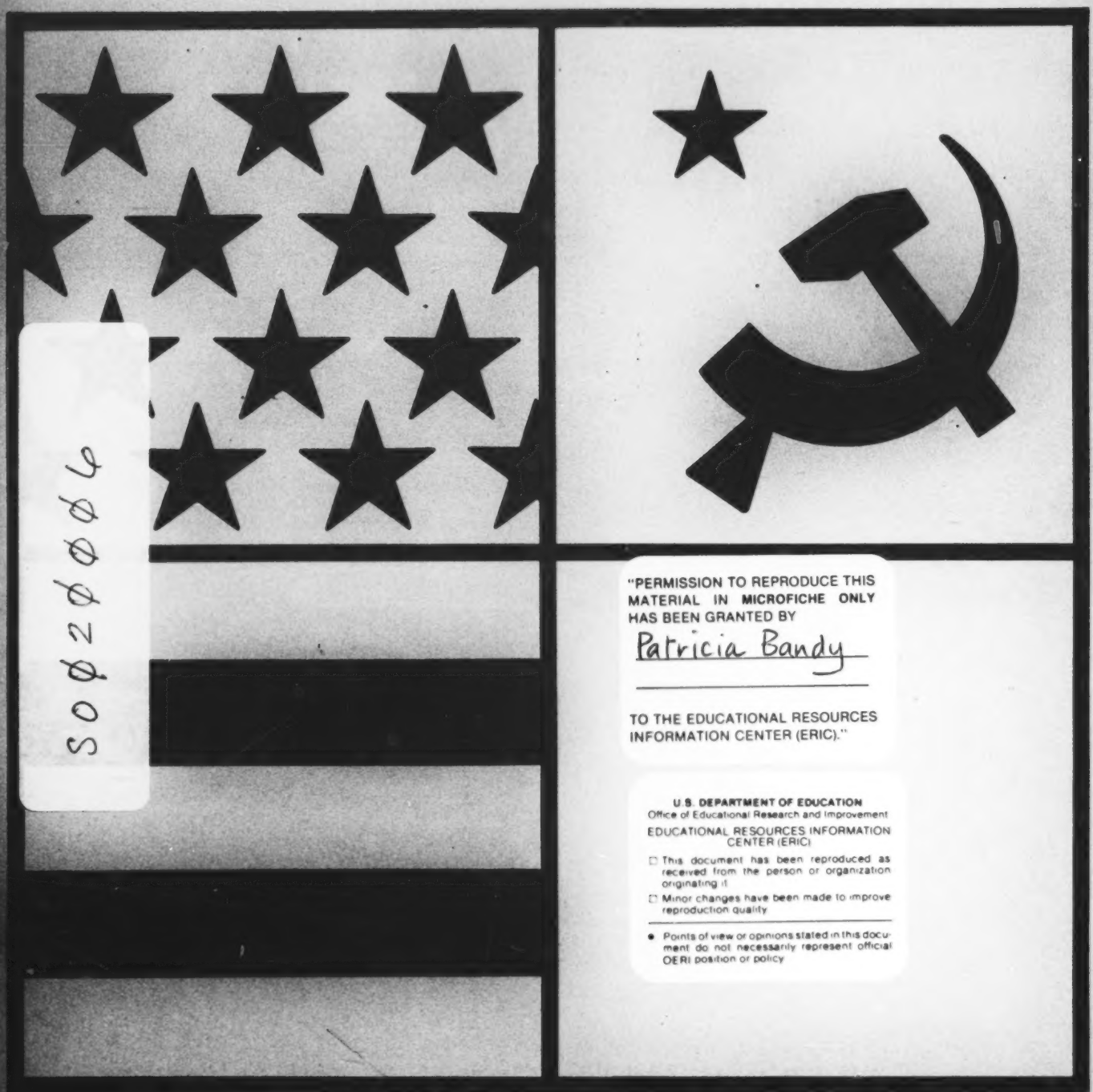
Special Focus:

U.S.-Soviet Relations Teacher's Guide



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Special Focus:

U.S.-Soviet Relations Teacher's Guide

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Introduction

CLOSE UP Special Focus: U.S.-Soviet Relations is a video and print educational unit designed to help students understand the complex relationship between the world's two strongest nations. The unit consists of a book, *Special Focus: U.S.-Soviet Relations*, a four-part television series, and a curriculum guide for teachers.

All items in the unit are divided into four areas of study: "Differing World Views," "Evolution of U.S.-Soviet Relations," "The Arms Race," and "In Pursuit of Peace."

Each of the four 30-minute videotapes includes an interesting documentary, followed by a question-and-answer period between high school students and experts on U.S. and Soviet foreign policy. The book features ideas to consider, chapter summaries, charts, graphs, and photos for each of the four sections. The teacher's guide contains student objectives; terms and concepts to know; student activities for individuals, small groups, and the entire class; evaluation ideas; and suggestions for using the videotapes in the classroom.

The first section of the unit, "Differing World Views," explores the geopolitical factors that influence U.S. and Soviet foreign policy. It discusses the geographic location of the superpowers, the nature of their populations, and their economic and political systems. Factually, this is a very dense section. We suggest that teachers present the information in manageable pieces, using the video program and the book to complement each other; additional resources may also be useful.

The second section, "Evolution of U.S.-Soviet Relations," traces the history of the problematic relationship between the United States and the Soviet Union. Perhaps the greatest strength of the **CLOSE UP Special Focus: U.S.-Soviet Relations** series is its effort to present a balanced, objective view of events that are so frequently discussed in a one-sided, emotional way.

The third section, "The Arms Race," highlights the focal point of U.S.-Soviet relations. This section concentrates on fundamental concepts underlying the arms race, rather than on the wealth of numbers that have little meaning in the abstract.

The final section of the unit, "In Pursuit of Peace," looks ahead to the future. Three long-time, knowledgeable observers give their views of the U.S.-Soviet relationship.

U.S.-Soviet relations is a difficult but important subject to teach. It would be impossible to present all pertinent information in a single forum. The **CLOSE UP Special Focus** unit concentrates on the more important issues and ideas for students to grasp, providing students with an understanding of the primary issues that dominate U.S. foreign policy and preparing them to act as informed adult citizens.

HINTS FOR USING CLOSE UP VIDEOTAPES IN THE CLASSROOM

- Become familiar with the video equipment. Be able to respond to problems with picture or sound.
- Focus the picture and the audio. Poor quality video or audio will distract students and make your presentation less effective.
- Preview the tape. Decide where to stop the tape for discussion. Using the counter will help you relocate those places while playing the tape for your class.
- Prepare students for the programs with readings and discussions. Encourage students to pursue additional information after they have viewed the programs.
- Stop the tape at appropriate times for discussion. This will help focus students' attention and reinforce concepts learned through reading or discussion.
- Leave the lights on so students can take notes easily.
- Encourage students to be active viewers of the program.

Differing World Views

Student Objectives

Students will be able to:

1. Compare and contrast the capitalist and communist systems of the United States and the Soviet Union, and be able to trace the far-reaching effects of a nation's economic system on all aspects of its society.

2. Discover the similarities and the differences between the United States and the Soviet Union in population, geography, political systems, economic systems, and natural resources, and be able to analyze the effects of these factors on the world view of each nation.

3. Become acquainted with the basic structure and function of the communist political system as compared to our own.

4. Develop a sense of what life in the Soviet Union is like today, and appreciate the historical factors that influenced Soviet life.

5. Gain an awareness of students' perceptions and misperceptions of the Soviet Union and its people, government, history, and geography.

Motivator

In the course of human history, every society has developed its own image of the world—a kind of world view about life as it is and as it should be, about human nature and how one's life should be lived.

The kind of world view a people develops permeates everything they think and do: their religion, their literature, their art, their politics and economics, as well as their practical everyday lives.

Share these concepts with students. Have them think about other societies, past or present, that have unique world views. Some possible world views to examine might be:

- Primitive humans
- Ancient Greeks
- Medieval times
- Renaissance outlook
- Puritan world view

Follow this discussion by having students read the first three paragraphs of the introduction of *U.S.-Soviet Relations*. What do they expect they will be learning about the differing world views of the United States and the Soviet Union in the forthcoming unit of study?

Terms and Concepts to Know

capitalism
Central Committee
centralism
checks and balances
command economy
communism
Communist party
Council of Ministers
demography
economic determinists
feudal system
geopolitics
interdependence
laissez-faire capitalism
Karl Marx
Politburo
Adam Smith
Supreme Soviet
Vladimir Ilyich Ulyanov (Lenin)

Student Activities

1. This small group activity is designed to help students compare the United States and the Soviet Union. Divide the class into five groups. Supply each group with two posterboards and two markers—one red and one blue. Assign one of these areas to each group: Economic System; Population Size and Makeup; Location and Geography; Political System; and Natural Resources.

Have each group list the differences between the United States and the Soviet Union on their posters. One poster should have characteristics of the United States written in blue marker, and characteristics of the Soviet Union written in red marker. Give each group about twenty minutes to look through the chapter and complete their posters.

Now, ask a representative from each group to share their findings with the class. Add any omitted facts to the posters, and delete any that are incorrect.

2. To follow up the activity, have each student take out a sheet of paper and divide it into five sections, labeling each section according to the areas discussed in the previous activity. Working individually, students are to write down ways that the United States and the Soviet Union are alike in each of these areas. Allow three to five minutes for each topic under consideration.

In class discussion, have students report the similarities they recorded. As the discussion proceeds, fill out a third posterboard for each of the five areas labeled (for example, U.S.-U.S.S.R. Similarities—Economic Systems). Use black or green markers for these posters. After the activity is completed, display the finished posters beside the posters created in activity 1.

Now, lead the class in a discussion to analyze the results of these two activities. Pose the following questions:

- In what areas are the United States and the Soviet Union most similar? Which are most different?
- In what areas do you think the differences have the greatest impact on U.S.-Soviet relations? Which have the least impact?
- How can differences be minimized or bridged in each area? Would this be desirable? Why or why not?
- In what areas are the two nations unable or unwilling to change? Why?

Conclude the discussion by asking students how these two activities helped them to understand the world view of the two nations better.

Evaluation Ideas

1. Students are to select three of the following statements. They are to tell, in one or two concise paragraphs, whether the statement best describes the United States, the Soviet Union, or both, and to give a rationale for their choice.

- The role of the government should be severely limited because the government that governs least is the best.
- The system is based on the idea that "from each according to ability, to each according to need."
- The economic system hopes to bring about a more humane world in which all people are equal.
- Different ethnic traditions impede the cohesiveness of society.
- Continuity of policy is more important than open feuding among competing factions.
- Though the government has changed considerably over time, the basic principle of "checking power" has remained intact so no one group has gained too much control.
- Every member has the right to express his or her opinion on the issue, but once a decision is adopted, it is binding on all members.

Grade papers not so much on the correctness of the answer, but on the soundness of the rationale the student uses to support it. This activity will also help you get a sense of the students' grasp of the basic concepts presented in this chapter.

2. Distribute a 5" x 7" index card to each student. Have them respond to the following statement on the card without putting their name on it:

How do a nation's economic principles determine its social, cultural, and political orientation?

After fifteen minutes of individual work, collect the cards and redistribute them so that no student has his or her own card. Have students grade the card with a score of 1 to 5 (5 being the best) based on accuracy and thoroughness. Collect the cards once more. Share with the class all the answers graded 4 or 5, being careful not to reveal the owners' names.

Now, ask students to answer the same question on their own paper, being sure to include their names, since this exercise will be a formal evaluation to be graded by you.

3. On evaluation day, have students pick colored slips of paper from a hat as they enter the classroom. Tell them to answer the questions that match their color of paper, using their book.

- Red—Compare the Soviet economic system to these traits of the communist ideal:
(a) No government.
(b) Profits are distributed according to need.
(c) Society has no classes.
How does the present-day Soviet economic system differ from Marx's ideal?

- Blue—Compare the U.S. economic system to these traits of the capitalist ideal:
(a) No government interference in the economy.
(b) Prices are controlled by supply and demand.
(c) There are limits on foreign trade.
How does the U.S. economic system differ from the capitalist ideal?

Grade answers for quality and correctness of the information presented and on the concepts developed in the first chapter of *U.S.-Soviet Relations*.

USING THE CLOSE UP VIDEOTAPE

Have students view the CLOSE UP videotape, "Differing World Views." As they view the documentary portion of the videotape, ask them to jot down one- or two-word adjectives that describe their impressions of the Soviet Union. Once the tape is over, discuss students' impressions of what it would be like to live in the Soviet Union. Discuss how many of their impressions are based on fact and how many are based on stereotypes Americans have of the Soviet system.

Replay the entire tape, starting and stopping it whenever an area of difference between the United States and the Soviet Union is illustrated. Take time to discuss how this difference works for or against the improvement of relations between the two nations. How do the experts questioned at the end of the tape think that these differences affect our relations with the Soviets? What solutions to our differences do they propose? Do you agree or disagree with their opinions? Why?

Evolution of U.S.-Soviet Relations

Student Objectives

Students will be able to:

1. Trace the general course of U.S.-Soviet relations over the past seventy years and deepen their understanding of the far-reaching effects of specific events that played a significant role in that relationship.

2. Analyze the characteristics of cold war and detente, and generate creative solutions for building a more positive relationship between the two nations.

3. Critique the policies of recent presidential administrations based on their effects on U.S.-Soviet relations.

4. Evaluate the pros and cons of high-technology trade with the Soviets and the implications of such trade as they are perceived by each nation.

5. Update their knowledge of U.S.-Soviet relations by becoming attuned to events reported in the print and television media.

Motivator

Ask a student to read aloud the following quotation from French historian Alexis de Tocqueville:

> *There are at the present time two great nations in the world, which started from different points but seem to tend towards the same end. I allude to the Russians and the Americans. Both of them have grown up unnoticed; and whilst the attention of mankind was directed elsewhere, they have suddenly placed themselves in the front rank among the nations, and the world learned their existence and their greatness at almost the same time.... Their starting point is different, and their courses are not the same; yet each of them seems marked out by the will of Heaven to sway the destinies of half the globe.*

Is the class surprised that the author was writing in 1831? How accurate do they feel de Tocqueville's prediction was for the destinies of the Russians and the Americans?

Have students consider what they know about these two nations. Slowly read aloud the final paragraph of the chapter, pausing for a moment or two after each question posed. Repeat the terms "peaceful coexistence or mutual destruction." How is it that our two nations got to this point in their relations?

Terms and Concepts to Know

arms control
Bolsheviks
Fidel Castro
Cold War
Cuban Missile Crisis
detente
Mikhail Gorbachev
Hot Line agreement
Nikita Khrushchev
Limited Test Ban Treaty
Monroe Doctrine
Non-Proliferation Treaty
North Atlantic Treaty Organization (NATO)
Outer Space Treaty
Russian Revolution
Josef Stalin
Strategic Arms Limitation Talks Treaty (SALT I)
Strategic Arms Limitation Talks Treaty (SALT II)
Strategic Defense Initiative (SDI, or "Star Wars")
Treaty for the Prohibition of Nuclear Weapons in Latin America, with Protocols I and II
Truman Doctrine
Warsaw Pact

Student Activities

1. Students are to work in pairs for this activity. One person is to assume the role of a Soviet citizen, the other an American. Both are to pretend they were born in 1900. The partners have been friends since 1916 when they met in Europe. They have been corresponding regularly ever since, even though one lives in Moscow and the other in New York.

The task for each pair is to produce a set of twelve letters in which they relate events then occurring in U.S.-Soviet relations to their lives. Over a period of a few weeks, the two are to correspond as if they were actually writing to each other on each of the following occasions:

- 1920—In these first letters, the friends discuss the Russian Revolution and World War I.
- 1943—In the middle of World War II, the friends are able to get letters through to each other, although they cross in the mail.
- 1954—The partners reaffirm their friendship in the midst of the Cold War.
- 1962—The friends disagree on the handling of the Cuban Missile Crisis.
- 1975—The friends are hopeful for the future relationship of their nations.
- 1986—In their final letters, the two friends reflect on their lives, their country's past, and their outlook for the future.

To make the activity more realistic to students, have them create a detailed description of their character. Students should also use stationery, not school paper, for their letters, and put a "mock address" on the envelope. Mailboxes can be set up in the classroom for U.S. and Soviet deliveries. Envelopes can be postmarked with the appropriate dates.

2. This activity is based on collecting original source information on the Cold War between the United States and the Soviet Union during the 1950s and 1960s.

First, write the definition of a "cold war" on the board, making sure students understand what is meant by the term. Ask students to describe the weapons used by the United States and the Soviet Union in fighting the Cold War.

Divide the class into teams of four or five students each. Each group is to find evidence of the use of a cold war "weapon" from an original source such as a newspaper, magazine, book, or film produced during the Cold War. Students may also use interviews with parents, grandparents, friends, or others who remember events from the Cold War era. Each team must come up with at least three pieces of original data to support its view.

Set aside a couple of days to have students share their findings with each other. They should also explain how they obtained the information and what they learned from the experience. Set up a class display to organize the information, where it can be studied at a later date.

Have the class vote on which team has unearthed the soundest and most revealing information.

3. This activity will help students realize how detente came about in the 1970s and enable them to extend these concepts to the future of U.S.-Soviet relations.

As students read the section of the chapter entitled "A Thaw in the Cold War—Detente: 1972-1979," ask them to list the reasons given for the "thaw." Each student should come up with at least five reasons. Once they have them listed, they are to classify them as follows:

- economic (E)
- diplomatic (D)
- cultural (C)
- political (P)

Now have the class conduct a brainstorming session on ways that Americans can once again build more positive relations with the Soviets. Write all suggestions on the board. Then, evaluate each suggestion in terms of its potential for peace and its realistic ability to be carried out. Group the ideas into the four categories used previously.

Evaluation Ideas

1. Have students select one of the following questions for an essay. Grade them on the quality of their response and the logical development of their answer.

- Under what conditions did the U.S.-Soviet relationship begin? What effect did this have on the future of the two nations?
- Why did the United States withhold diplomatic recognition of the Soviet Union until 1933? Why did it finally grant it in that year? How did these two actions affect the nations' relations?
- What were the consequences of the Cuban Missile Crisis on U.S.-Soviet relations? What do you think would have happened if the Soviets had refused to remove the missiles?

2. This take-home assignment is designed to sharpen students' research skills.

Provide students with a list of American presidents since Franklin Delano Roosevelt. Next to each name, have students describe that president's position toward the Soviet Union and list significant events that occurred during each administration to change that relationship. Encourage students to consult additional references in completing this task.

Ask students to put an asterisk in front of the president who they think did the most to further U.S.-Soviet relations. Tell them to be prepared to provide a rationale for their choice when called upon in class.

3. In two columns labeled "Pro" and "Con," ask students to list the advantages and disadvantages of high-technology trade between the United States and the Soviet Union. Under each column, have students summarize their position on the issue in three or four sentences, relating it to how each nation perceives the other's intentions. Post the best answers on the board so others in the class can read them.

USING THE CLOSE UP VIDEOTAPE

Prepare a sheet of scroll paper (or use the blackboard) to develop a timeline beginning in 1914 and continuing to the present. Keep the timeline in view while the class watches the videotape, "Evolution of U.S.-Soviet Relations." Stop the tape as each major event in the U.S.-Soviet relationship is mentioned. Also stop it as world events that influenced both nations are discussed (e.g., World War I, World War II, Korean War, Vietnam War). Indicate on the timeline when each event occurred. Discuss the state of U.S.-Soviet relations at each of these points. Color-code events along the line by coloring periods of extreme hostility in blue and periods of cooperation in red.

Now, rewatch the first portion of the tape without stopping it. Have students jot down points at which one nation took an action that resulted in a counteraction by the other. When the tape is over, call on students individually to place a star where these events occurred on the timeline. Discuss how these events were perceived by the other nation, how they influenced the course of world events, and what would have happened if either side had reacted differently to a given event. What role did communication or lack of communication between the superpowers play? What has been the cumulative effect of these events on the level of trust between the two nations?

A Critical Issue: The Arms Race

Student Objectives

Students will be able to:

1. Trace how the development of nuclear weapons has changed U.S.-Soviet relations over the past forty-one years.

2. Understand basic policies relating to the arms race such as deterrence, mutual assured destruction, and counterforce targeting.

3. Compare and contrast U.S. and Soviet weapons and the implications of the two nations' arsenals.

4. Explore the fundamentally different philosophies that can underlie a nation's defense.

5. Speculate on the future of the arms race by extending the chapter concepts to current events.

Motivator

Make a simple bulletin board with a large mushroom cloud in the center. Write the following question in large letters over the cloud:

Can the two most powerful countries on earth harness the technological genie that broke out of the bottle in 1945?

Write YES on one side of the cloud and NO on the other side. Ask students to bring in clippings from newspapers and magazines that address this question. Pin clippings that agree that the technology can be harnessed under YES and those that agree it cannot be harnessed under NO.

Invite students to discuss their fears about nuclear war. What do they suppose life was like before any of us had to worry about nuclear war? How has the development of nuclear weapons changed the U.S.-Soviet relationship? Draw on what students learned in the previous unit about the evolution of U.S.-Soviet relations.

Terms and Concepts to Know

Chernobyl
counterforce targeting
deterrence
essential equivalence
Hiroshima
intercontinental ballistic missile (ICBM)
military-industrial complex
multiple independently-targeted reentry vehicle (MIRV)
mutual assured destruction (MAD)
nuclear umbrella
Sputnik
Strategic Defense Initiative (SDI, or "Star Wars")
submarine-launched ballistic missile (SLBM)
triad

Student Activities

1. This activity is designed to familiarize students with the nuclear arsenals of the United States and the Soviet Union.

First, have students read "The Current State of the Arms Race" in the book, completing the following chart as they read.

Triad Defense Systems

	Strengths	Weaknesses
ICBMs		
SLBMs		
Jet Bombers		

Next, ask students to examine the graph, "U.S. and Soviet Nuclear Arsenals." Using the information presented in the graph, have students put a (U) next to those forces that the U.S. possesses more of, and an (S) next to those that the Soviet Union possesses more of.

Discuss their answers in class, focusing in particular on accurate responses to graph reading. Work with those students who may need extra assistance with this skill.

Ask students to compare the U.S. and Soviet arsenals. In addition to the information they've already examined, encourage outside research. Guide them in a discussion in which they evaluate the effectiveness of each arsenal on its potential to defend, destroy, and deter. What are the strengths and weaknesses of each nation's arsenal? Do students agree with the experts that they are essentially equivalent? Why or why not?

2. This activity will help students better understand the serious effects that perceptions and misperceptions can have on a nation's dealings with another.

As a homework activity, have students reread the chapter, citing each time that a perception or belief of the United

States or the Soviet Union is mentioned. For example, the shock and fright Americans felt when *Sputnik* was launched in 1957, or the reaction of the Soviets to the subsequent development of a military-industrial complex by the United States.

In class the next day, call on students to share their lists with the class. Have students write them on the board until all answers have been exhausted. For each listing, ask the class, was this perception accurate or not? Put an (A) in front of accurate items and an (N) in front of those that are not accurate.

Finally, divide the class into small groups of five or six students. Have them discuss the effects of each of these perceptions. Which ones contributed to the spiraling arms race? What other effects resulted from these beliefs? How could the two nations minimize the negative effects of such misperceptions?

Evaluation Ideas

1. Students are to write three paragraphs that discuss the nuclear policy of the United States and the Soviet Union. The first paragraph should describe the advantages and disadvantages of mutual assured destruction as the principal deterrent to nuclear war. The second paragraph should discuss the pros and cons of the theory behind the counterforce targeting strategy. In the third paragraph, students should voice their own opinion of the two nations' strategic policies. If you wish, allow students to use the **CLOSE UP Special Focus** book or other materials such as newspaper or newsmagazine articles to write their essays.

2. Early in the chapter, two thought-provoking questions are posed:

- Why has a cessation in the nuclear arms race been so elusive?
- How did we get to a point where both nations continue to add hundreds of weapons to their arsenals each year?

Students are to select one of the questions and go to the library to find two recent articles that address that question. After citing the source of the information, they should write a brief summary as to what the source has to say about the question they selected. Then, in a different color ink, they should analyze the soundness of the source's arguments. Why do they agree or disagree with the reasoning used by the author of the article?

USING THE CLOSE UP VIDEOTAPE

After students have completed the first two activities in this unit, distribute a handout with these two viewpoints:

■ The best guarantee for peace is a strong defense. History shows that nations that allow themselves to become militarily weak invite invasion. To maintain a strong defense, the United States must continue to modernize both its conventional and nuclear forces. To neglect to do so invites instability in the U.S.-Soviet relationship.

■ Nations that prepare for war eventually fight a war. Both the United States and the Soviet Union have enough weapons to destroy each other many times over. The best way to ensure a stable U.S.-Soviet relationship is through diplomacy, not by devoting billions of dollars to a spiraling arms race.

Now, show "The Arms Race" videotape. After the tape is over, ask students to reread these statements and decide which one they think best expresses their position on national defense. Have students who share each position move to either side of the room. Allow about ten minutes for each group to prepare for a debate with the other side of the issue and to choose three spokespersons.

After the debate, ask the class if anyone has changed their position as a result of the debate. Why or why not?

In Pursuit of Peace

Student Objectives

Students will be able to:

1. Analyze and discuss the viewpoints of expert observers on the future of world peace.

2. Construct and then apply a framework for evaluating the credibility and validity of expert opinions on world issues.

3. Relate experts' opinions to their own, comparing and contrasting their thoughts with those presented in the chapter.

4. Role-play a hypothetical summit meeting between the superpowers, considering the issues that need to be discussed and the political implications and logistical problems involved with such a meeting.

Motivator

In large letters on the board, write the first sentence of the first paragraph of the chapter.

No one knows the future of the world.

Have students silently read the first four paragraphs of the chapter introduction. Then, ask them to write what they think the future of the world will be, focusing on U.S.-Soviet relations. Collect their anonymous papers in a box. Share each response with the class, keeping an informal tally on the board.

Lead the class in a discussion about their hopes and fears for the future. Do students believe that the pursuit of peace is a realistic goal?

Terms and Concepts to Know

Omar Bradley
"common era"
Anatoly Dobrynin
Strategic Defense Initiative (SDI, or "Star Wars")
Malcolm Toon
verification

Student Activities

1. Prepare a worksheet using the following statements from chapter 4. Ask students to identify the author of each statement, paraphrase or explain the statement, and tell why each statement was made. Finally, tell students to put an asterisk (*) in front of the statements they agree with and to be prepared to explain why in a class discussion.

(a) "But inevitably, this whole electronic house of cards will reach a point where it can be constructed no higher."

(b) "We are sure that radical nuclear arms reductions can stabilize our relationship only if outer space will remain weapons-free."

(c) "If we're going to save ourselves from the instruments of our own intellect, we had better soon get ourselves under control and begin making the world safe for living."

(d) "Nobody today is immune from the danger of nuclear holocaust."

(e) "For we believe that despite the dangers of today's world, there are real opportunities to break the vicious circle of action and reaction in the arms race."

(f) "While seeking to maintain a strong military posture, he [President Reagan] is prepared to work out a constructive relationship with Moscow, discussing both regional issues that divide us and renewed arms control negotiations."

Now, go over the answers in class. Ask for a show of hands of those who agree and disagree with each statement, and call on a few to say why they do.

2. This activity is to plan and conduct a mock summit meeting in your classroom.

Divide the class into two groups, one side to represent the United States, the other the Soviet Union. Have each side elect two or three "ambassadors" who will negotiate the time and place of the summit. Ambassadors should be aware that the other side may need some coaxing before it is willing to participate. Once the summit is scheduled, ask each side to submit a list of issues it feels should be discussed. Some possible topics might be: arms control, human rights, Afghanistan, Angola, Cambodia (Kampuchea), Ethiopia, and Nicaragua.

Divide each side into smaller work groups. Ask each work group to prepare a brief position paper explaining their nation's position on the issue and the items they would like to discuss at the upcoming summit. They should acquire as much background information about the issue as time allows.

Now, the issue groups from each nation are to get together, sharing their nation's position with the other. Concessions or compromise proposals can be made only if they are consistent with the nation's past actions and philosophy or if they are offered in exchange for something else. Encourage students to be as realistic as possible in their roleplaying.

Finally, tell each group to submit a report on the issues they discussed and the outcome of their discussion. A "news" story or report can then be prepared detailing the results of the summit. Articles can be shared with other classes, the school paper, or the local community newspaper.

In a debriefing session following the activity, have students discuss the problems they faced in the summit. What insights did they gain into how the Soviets and Americans might actually conduct such a meeting? How did the class's results differ from those achieved in real summits? Did they feel the activity was useful to them in their study of U.S.-Soviet relations?

Evaluation Ideas

1. Use the eight questions that introduce the chapter as a take-home test to evaluate what students have learned in the unit. Alternatively, you may require students to prepare to answer all eight questions, then select three for an in-class essay exam, where notes can be used if you desire. If your class is small, you may wish to administer an oral exam.

2. This evaluation will give students additional practice in evaluating expert opinions.

For each of the three articles, students are to state:

- the goal of the article;
- the method the author uses to reach that goal;
- the effectiveness of the author's method;
- what all three authors have in common;
- the ways in which the authors are different; and
- which author's message is communicated most effectively and why.

Encourage students to apply these guidelines to other articles they read as a way to analyze and evaluate them.

USING THE CLOSE UP VIDEOTAPE

After students have read the chapter, "In Pursuit of Peace," have them think of questions they would like to ask the experts. As they view the CLOSE UP videotape, "In Pursuit of Peace," ask them to make a chart in which they (a) list the questions asked by the student participants, (b) compare their list of questions to those asked on the videotape, and (c) rate the quality of the expert's response. Then show the tape a second time so students can reevaluate their ratings of the answers.

Discuss each question in class, encouraging students to critique questions asked on the tape and to compare and contrast the type, content, and form of the questions to those they wanted to ask. Do students agree on the quality of each expert's response? What makes a good answer? What role do follow-up questions play in receiving that answer? Engage students in a general discussion of a high-quality response, that is, one that is clear, informed, thorough, to the point, and so forth.

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